

**Virginia Tiered Systems of Supports (VTSS)  
Professional Learnings**

**Session 6**

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*Organizing Resources for Implementation*

01:00 pm – 3:00 pm

Regina Pierce and Kimberly Yanek

*Reflect, Rethink, and Reshape*

03:00 pm – 03:15 pm

Howard Ormond

00:00:00

Ms. Pierce: All righty, how was lunch? All of us have had to talk a lot before at things, don't you just hate it when you have to be the one to talk after lunch. Everybody just wants to have a little snooze, but we're gonna have a little fun and we're gonna keep going into the work part of our day. So we were talking about how to reorganize ourselves. It's all about use we've got to get ourselves reorganized before we can get our students reorganized. So here is a little clip of how you can actually have some fun. [Tape cuts]

Ms. Pierce: All right so teamwork, supports, all things that lead to fun. All righty, so what we're gonna do, you're gonna get to work but we're gonna spend about five or ten minutes just sort of segueing into that work and we're gonna sort of be thinking about, back to that start with why. Why are we gonna be doing this? Why are we getting ready to do the activities we're doing? So I'm gonna tell you a story, okay. And in this story when I'm finished with this story the story is gonna have two morals.

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Ms. Pierce: So after I tell the story you're gonna talk at your table about what the two morals of the story are, you ready? So here is the story, true story. So this was about six, seven, eight years ago when we were all starting. We just had some national speakers that came in and said, okay this is how you do it. This is what it looks like, and we all went into our schools trying to figure out what was what. So there was nothing written down, that's why I have the cave man thing. It was oral history all right, so but I would ask questions you know, like so how many tiers do you have? And at the exact same time at the same table one person would say three and one person would say four. So I, then they'd say well how many should we have? And I'd say, well you know, I don't know. So but it was all just an oral history. So then I started with a school that was really on board. They came to everything. We were really riding the love train and drinking the Kool-Aid, we absolutely thought this was the best thing. We were all in it together three years, the division was not on board.

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Ms. Pierce: All right, three years go by and they had a very elaborate tiered system. So we were all about the interventions. We had some elaborate tiering going on. So you know, but they're out, there was a little tweak, their outcomes weren't great. But you know, we were doing you know, a lot of good stuff. So three years into it the principal leaves, retires. And they get a new principal, so the new principal comes in and they start telling him, you know, we're doing this Rtl stuff. We are an Rtl school. And the principal listened to it all and she said, I don't know what y'all have been doing but we're not doing that anymore. Those were her exact words, okay so you can imagine then there is drama. You know, lots of emails, can you come and talk to her? So you know, and I said, you know, nothing I can really do, let's just see what happens. So not only did she say we're not doing that anymore, she said this is what we, we are doing.

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Ms. Pierce: She said forget all those kids going all those places, and you know, here is what we're doing. We're gonna meet every week, you're gonna have a planning session together. I'm gonna tell you what strand you're on. I'm gonna tell you what that content is, we're gonna plan that lesson. You're gonna teach it, and then at the end of the week we're gonna all meet right back here. You're gonna fill out this form, and you're gonna tell me who got it and who didn't get it, and what you're gonna do to reteach them and make them get it. That's what we're doing here, okay. So what do you think happened? What do you think happened to their outcomes? Their outcomes went up. So it was almost like this feeling of like oh well Rtl failed, you know, it's like we threw out the Rtl and you know, we came back and now you know, they're doing better. But there is two morals to that story, so talk amongst your table as to what the two morals of the story are. And then we're gonna, tables will share out what they think the moral of the story is. [Tape cuts]

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Ms. Pierce: It's not what you call it's how you do it, that's a beautiful moral. What else, what else did we learn about? They're pointing at you.

Respondent: I think even though they didn't have a system [Inaudible 00:04:19].

Ms. Pierce: Absolutely, so they didn't really always have their system fully done, but once they went back and redid some things they could do it without even just some set things that they called it. So another moral, any others? Another moral of this story is, what did the school really need to do, go back and fix what? Tier

one, absolutely so what we've learned from George Batsche yesterday, is that all of the other tiers are never as strong as the foundation on which they're built. So that was one moral, the other moral of the story is that if you don't have something sort of written down this is how we do our business, then it all just becomes oral history.

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Ms. Pierce: One person moves out, another person moves in, new principal, new division, new superintendents, the fruit basket shuffle. And so if you don't have a plan in place, sort of a written kind of plan somehow then when people leave, you know, there is that cute little cartoon that said we had this really great program and then she left. So you know, that's the, the, the gist of that. All right, so one more quick little thing before we get to work. As you start, what you're doing today, you're actually starting your guidance document. So I'm showing you an example that's Prince William County, now Prince William County has been doing this for seven years. They have just a select group of schools that were really on board, and so they started with a smaller cohort. They have their guidance document, and these are all the pieces in it. So they have even things in their vision how it impacts their strategic mission, how it impacts their continuous improvement. They laid out their whole infrastructure.

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Ms. Pierce: They're got an evaluation process plan. They have a really clear thing about how they run their data meetings, it's all very clear. So don't think that this is you're not there yet, remember this was seven years. Some of our new cohorts I brought one, this is Charlottesville City. All they did was sort of write down their vision, what it's gonna look like. A lot of the templates that you're getting ready to use are in here, it's just a simple way of saying this is what we're doing. This is VTSS for us. This is what it looks like, so that when they have those data meetings people know what to expect and there is clarity. So again this is another piece of communication, all right how are we gonna communicate with our stakeholders. So the next part of this, and this will be, Kim will, whoops wrong machine. Kim will walk you through this. You get to click again, you get to do it it's your slide you do the highlight of it. We're gonna do some resource mapping.

00:07:01

Ms. Pierce: Get us on the road to our guidance document.

Ms. Yanek: You guys it's been two days, but I'm, now all of a sudden I'm hot right okay. All right, so we are going to have some fun, I guarantee it. You're not

gonna want to leave. You're gonna beg us to stay longer, but we will end on time today. So we're going to really look at how it is we begin to organize what we already have. Sophia this morning talked about this is about, remember we saw the graphic with all the students. And we have the tiers, and this is about organizing ourselves to be able to really implement an effective and efficient system to use three tiered supports, three tiered frameworks okay. So that's what we're going to start today, we're going to start with some, we like to call them conversation starters to kind of lean into the process a bit and get some practice with what it is we're going to do that you would take back and then facilitate with the masses if you will in your building. So we're going to start with resource mapping.

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Ms. Yanek: This is the big picture, and then we're gonna take one little piece at a time. So resource mapping is really looking at what do we already have? What are we already doing? Remember I'm just gonna call him George, not that I know him, but I keep mispronouncing his last name. So George yesterday talked about, where was I going with that? Anybody? No it's gone, thank you resource mapping and George. It's gone. Is it three o'clock yet? No okay, I had a really important point to make it'll come back and I'll just blurt it out. He said something really great yesterday and we'll figure it out, so what we're gonna look at though I know what he said. He said, we, I got it, he said, this is not something new right? This is just reorganizing what we have, so I don't know about you but when I go into cook like thanksgiving dinner, or dinner period I got to organize the kitchen. I can't go in and cook in a messy kitchen, just that's the east in me or maybe you westerners you can relate to that right?

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Ms. Yanek: So we're gonna look at what is it that you already have, how are we using it? Is it giving us those outcomes we're looking for? Do we even know if we're getting the outcomes that we're looking for? And how do we tweak what we have to make things run more efficiently and effectively with the limited number of resources that we're all operating under? Sound good? All right let's play, so resource mapping we're gonna look at practices, initiatives, programs, all the different things we're doing on that continuum of supports. We're gonna start to think about, well are these evidence based practices? Right, we're gonna look at well what data is attached to each of those practices, programs and initiatives? Are we measuring effectiveness? And yesterday we talked about student growth right as a measure of effectiveness, are we measuring fidelity? Right, if it didn't work well why didn't it work? Was it not a good match? Or did we maybe not implement it the way we said we would or we needed to according to the

research? And then we're gonna look at who are the surface delivery personnel team?

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Ms. Yanek: So who delivers that tier two support? Who delivers the tier three support? And we're gonna start lightly with resource mapping, and then your, your coaches are gonna take you even deeper. So we're just gonna kind of hit a light version of this, and we're gonna start with some brainstorming. So in your binders there are a set of grey handouts, and those are the handouts we're gonna use for this chunk of the day. So go ahead and take those out so you have them close by.... And here is just a quick glance, and the one up here is going to reflect more middle school examples, the one in your handout has some elementary and middle school and there are some high school examples.

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Ms. Yanek: But this is kind of what we're looking at with our you know, practices, programs and initiatives. So you can see universally tier one for behavior, we might look at these types of evidence based practices. In fact we would look at these evidence, these exact ones, evidence based practices. For reading you can see some things that this, this school, this is from Michigan, an example from Michigan, you're hot too? Okay it's not just me, okay good. So we could look at tier one, and then we're gonna say okay what do we have for tier two? And you can see how they've kind of teased it out for behavior and reading, we would be talking about math as well. And in tier three, so we're gonna start thinking about what are all of the things that are going on in our buildings with practices, programs, initiatives, okay, that's our first step. And here is how we're going to do it, we're going to since we're focusing on behavior, math and reading, we're going to brainstorm what are the practices, programs, and initiatives that are currently in place in our building?

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Ms. Yanek: Okay, so let's see, I need you to, to determine a really important first step. The person at your table who has consumed the most caffeine today, I'm gonna need you to come up to the table and get some supplies for your team please. So make that decision, identify the caffeine folks. They just each need three sheets of poster paper. Here is a southerner getting candy for the rest of the table I'm presuming. Maybe it's a westerner I don't know. She's an easterner, she's only getting candy for herself, okay. Oh there you are, okay.

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Ms. Yanek: So we just need three pieces of poster paper for each team.... That's okay you can have an extra okay. Go ahead. Okay, so westerners I know you like things done a certain way, so can you just one westerner at the table I hope there is one at each, each team can you raise your hand. Are you the westerner? Okay, we're just having fun right? Okay, westerners I need a hand so you can get the directions for your team. You all, we're going to be starting a brainstorm of a resource map for both behavior, or behavior, academic and reading. So you're gonna need to find a place for your team, whether it be on a wall some place.

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Ms. Yanek: You want to clear room on the table, or the floor, but your team is going to need the poster and the stickers or the markers. And I'm gonna give you each some removable stickers. No they've got their markers. They need one per team. So let's create some space. You're gonna separate them out, you can do one at a time, however you would like to, to arrange your space. We want you to do this as a school base, I'm gonna give you some directions in a moment, one team. All right, so once you've got your space where you're going to work I'm gonna ask you to give me a signal when you're ready for your directions. And this is the signal.

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Ms. Yanek: You guys are ready to hear the directions? Okay thank you for letting me know. You guys are ready, you all are ready, okay so here is what you're going to do. Someone asked a really important question, you're already thinking ahead. We're going to use the unit of analysis, the school as a unit of analysis. However, the division asks if we're here as a division level team can we do this at the division level, and I'm gonna look to my partners are we okay with that? Okay, excellent, so if you need more paper as a division level team and you want to complete this exercise that's fine as well. So what you're gonna do is this, I'm gonna ask you to start with reading, and you're gonna draw a triangle on your poster paper. But listen very carefully to all the directions. I want the triangle in the middle and room on both sides to be able to add some things. So you're gonna draw the triangle first, and then I'm gonna give you the next direction. You can sniff the markers I should have given you time to play with manipulatives but I didn't. So draw your triangle, and then I'm gonna give you the next step, in the middle of the paper.

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Ms. Yanek: Get ourselves organized, and you can write reading at the top. So this table over here has a demonstration if we need a visual. All right, you've got your triangle, you've got reading. Here is the next step, are you ready? Now you

just received a, a packet of removable stickers. I need you to locate those and pull them out. Okay, Sophia has got them, so you're gonna demonstrate. So we have green, yellow and pink which will be our red okay. And the, the goal is to get voice from everyone at your table, cause this is an interesting process to see what does everybody think we have in place for programs, practices, initiatives. So I'm gonna ask you to start, and your coaches are gonna help facilitate. Everyone can have some stickers, and we're gonna brainstorm what is it that we have in place for tier one to support all students for reading.

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Ms. Yanek: And you're gonna write one program, practice, or initiative down per sticky. They're removable so you can remove them, and then you'll put them on your poster. And then you're gonna repeat the process, all right let's look at the yellow stickers and let's brainstorm what are the practices, programs, initiatives that we have in place for small groups? Some students who need an additional layer of support, and then you're gonna repeat that process with the pink or the red if you will stickers. What is it that we have in place for intensive supports for students needing that third layer of support in the building? Do I need to clarify for anyone these directions? Are we good? Okay, coaches oh yes ma'am. Oh, we'll get you some okay. I didn't know you guys were playing, this is exciting. I'm so glad. We'll get you some stickers. [Tape cuts]

Respondent 2: --a support program in place to help those struggling leaders. We can't pull the kids from electives and PE, cause they have their objectives to meet.

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Respondent 2: So if Bobby needs me to sit down with him one on one and listen to him read, and help him read I can't, I don't have that opportunity. He can't give the same quality you know, one on one in a classroom that you can get small just me and him, me and him together, or me and him and two or three other people. Cause then you don't have the, you know, external distractions.

Ms. Yanek: Okay, and so how does that connect to that exercise of starting to think about you know, on a school wide level what is it that we have in place to support all of the kids?

Respondent 2: We don't, we're stuck in level one. That's the problem.

Ms. Yanek: Okay so you have questions about perhaps like how we're going to align it and make this what we do more efficient. Excellent thank you all for sharing, all right so I don't mean to imply that your team is not going to win the



sporting even by coming over here last, but I was trying to save some walking steps for myself. What were your experiences? What surprised you, what did you learn over here?

00:19:02

Ms. Yanek: Oh, [Inaudible 00:19:04] aren't we just like the kids, we get excited, yeah okay. How about over here.

Respondent 3: I guess in the yellow we have some things in place that we didn't really realize maybe we had in place with the Reading 180, with we use an amp program as well. There is a remediation program, and then we have something that we started this year was kind of a co-taught situation, but they're not students that are traditionally labeled. We have students that were like one year below grade level when we gave the [Gates ?] and I push in as the reading specialist, and we strategically placed about 30 kids between two classes at sixth grade, or I'm sorry at seventh grade and eighth grade. And so those students are benefiting from a co-taught situation, but traditionally they would not.

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Respondent 3: And then in sixth grade we started an enrichment program, well no that's actually in the green. All sixth graders participate in an enrichment program it was a scheduling change. They're either getting extra support in math or reading based on, based on the data that we collect through benchmarks and, and what not. And they also it's called enrichment because some kids are getting pushed above, and we have a group of higher level students that are working on their writing because we had just done the eighth grade reading scores we didn't have as many passed advanced as we did pass. So we're not only just getting the pass to pass, we want our pass advanced grades to go up.

Ms. Yanek: Well what a celebration, because I heard you mention a tier two isn't that a great discovery. Cause most schools are like oh we don't really have anything for tier two, so what a great discovery that you've found that you have some things. And I heard some really rich data based decision making that you're looking at the full continuum.

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Ms. Yanek: Excellent, all right so here is what we're going to do. I'm gonna tear you away for reading, because I want you to just brainstorm practices, initiatives and programs for math and behavior and then we're gonna come back to one and develop it a little further. But I want you to brainstorm what is it with practices, programs initiatives that are in place, so that means you need a

triangle for math and this group is kind of started. There is a demonstration, and then you need a triangle for social behavior, that inter intra-personal okay. I'm gonna set the clock at 15 minutes cause it tends to go faster on the second and third, and then I'll check in with you. [Tape cuts]

Ms. Pierce: All right we're gonna do a final process. I'm gonna start over here with Pittsylvania, Pittsylvania and Frederick. All right so Dinwiddie, your turn now just what was like a big ah ha now? Now that you know reading, math and behavior any big ah ha that you got?

00:22:01

Ms. Piece: Big ah ha? [Inaudible 00:22:07] We have a lot of work ahead of us, that is a big ah ha. Thank you all right, Pittsylvania, big ah ha now that you did all three together.

Respondent 4: We don't have any other for the academic behavior.

Ms. Pierce: We don't have any interventions for academic behavior and that's a great ah ha, because that's big stuff. We don't have to say them all at once. All right, Frederick County a big ah ha, a big ah ha now that you did all three.

Respondent 5: We don't have one, we don't have interventions for academic behaviors as well.

Ms. Pierce: Academic behavior popped up as another, thank you it's another thing that was sort of like woo we hadn't thought about that so much.

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Ms. Pierce: One of the big ah ha's that I always have when I do this is that I realize how much easier it gets once you do one, it gets a whole lot easier once you do the next two because all of a sudden you get the mindset of it.

Ms. Yanek: Okay, so you've got some brainstorming for social behavior and reading and math. So now what we're gonna do is take one and just lean a little bit into some of the other processes that we use with the resource map. So this is just for us, a little eye candy for the afternoon break, just kidding. So what we're gonna do is this, we want you to think about data, and we're gonna attach it to programs, practices, initiatives that you've brainstormed. So we're gonna pick, you pick one. It can be the one that you have the most urgency around, perhaps it's math. One that maybe you feel the most comfortable with, and think you know the most about with the data and the people who deliver the services. Or maybe one you know nothing about and you really just want to spend this time exploring,

well do we have data and people attached to these practices, programs and initiatives.

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Ms. Yanek: So here is your task. You're gonna choose one reading, math, behavior. And what I'd like you to do is think about for the practices, and programs, initiatives in your continuum do you have data? And we'll look at more data, but we're only gonna start with a couple little pieces, and one is how are you measuring effectiveness of those programs, practices and initiatives? And yesterday George talked about student growth as that measurement? So are we measuring student growth for the practices, programs, initiatives, do we know of all the things we're doing do we know if they're working right? So this is gonna help us see and look at maybe some things we could get rid of. Maybe we have some gaps we need to add some things, but it's gonna help us be more efficient and effective with our resources. So I want you to think about student growth, are you measuring that? I want you to think about fidelity, very seldom in education so you'll be part of a big club across the country that we don't typically look at fidelity too often.

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Ms. Yanek: But it's equally as important right? So I want you to think about do you have any fidelity measures attached to those programs, practices and initiatives? And then progress monitoring, you know, if you're using something at tier two, like for behavior a check-in check-out with a daily progress report, do you have a system that allows you to progress monitor the progress toward the goals for that student? Okay, so choose one, you can use your stickers and write the matching colors, and just take it to the right side of your triangle. Any kind of data sources around student growth, fidelity, progress monitoring for practices, programs and initiatives. I'm gonna set the clock for six minutes and check in with you okay? [Tape cuts]

Ms. Yanek: All right, well we're all a bunch of data geeks so I'm interested then to know what did you learn? What surprised you about this process in looking at data? How about we start, can we start over there this time with you, your guys?

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Ms. Yanek: Can we start with you guys first to kind of share out your surprises, your, what you discovered? Nothing like putting you on the spot at 2:15 right?

Respondent 6: We went over content, time, so in the green over here on math we have put math specialists and we forgot that it's the what not the who. So we

redefined what the who does, and you see, we, we sat down to figure out what the who does and what the who does is help us create common unit planning. And one of the big things that we do is one of the first things we do after we look at frameworks and make sure that we're hitting every bullet is we look at common misconceptions.

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Respondent 6: We pulled misconceptions that we have seen time and time again from students over the years, and we tried to brainstorm how to avoid those misconceptions so that we don't have to un-teach and then re-teach. Because it's really hard to un-teach something, so.

Ms. Pierce: That is a great example the pre-correction, it's a preventative model. Thank you, all right should I hit the middle now?

Respondent 7: Our legs are tired, we've been, we've been toting water you know, for many years but we never noticed that there was a hole.

Ms. Pierce: Even speaking metaphorically we need an intervention here for that.

Respondent 7: But it does show that we need some additional intervention and some support.

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Respondent 7: I think the support, I think sometimes we spend too much time on, you know, on intervening as opposed to supporting all of our children. And so you know, when we look at tier two and tier those in those perspectives there is really more additional things that we could provide for all of our children.

Ms. Pierce: You just gave a great example of why we do this, so thank you for that. All right. Data.

Ms. Yanek: Your discoveries about the data.

Respondent 8: We have some.

Ms. Yanek: That's a celebration.

Respondent 9: We don't necessarily know what to do with it.

Ms. Pierce: I think that you've actually reflected on a very common thing.

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Ms. Pierce: We have some.

Ms. Yanek: Yeah.

Ms. Pierce: Thank you.

Respondent 9: We've very proud.

Ms. Yanek: So, go ahead Rick.

Mr. Bowmaster: I think too during this process we kept reminding ourselves that this is a four to five year process. You're not going to be there, and that you know, if anything they see where their gaps are and it's frightening, it's alarming. But to their credit it's, we've got to get better for the children. So they're focused on children and that's the key.

Ms. Yanek: Yeah. So data is a pretty, a pretty big, bit piece of this right, so we will be working on data systems. I forgot to ask, I'm so excited that our group of folks are, are participating in this exercise. Were there any ah ha's Dr. Cave that you wanted to share out?

Dr. Cave: Oh put me on the spot.

Ms. Yanek: Well of course, you had extra chocolate I figure you've got a little extra energy.

00:30:00

Ms. Yanek: I know she is.

Dr. Cave: And you must know I need the mic, I got the materials because I'm the one who had the most coffee. We discovered that we are the technical assistance providers to you all. We are the ones who are supposed to bring to you the tools, the knowledge that DOE has to offer. But we don't really have a comprehensive picture of that, and for us we're gonna go right back and talk to Michael Hale and that interagency committee that does have representation from folks in this department and say, let's do [Inaudible 00:30:46]. Because how can we bring the best to you if we don't know everything there is to offer.

Ms. Yanek: Yay.

00:31:00

Ms. Yanek: Our work is done here, no I'm just kidding. She can even have more chocolate. Talk about capacity building, this is exciting because you all brought the question forth, how about the division as a unit of analysis. And immediately our leadership said, how about the state as a unit of analysis isn't that exciting? So we have all these units of analysis, the school, the division, and the state, and then we'll take over the country next right? Yeah, okay good, all right what's that? Oh, is that gonna be our theme for this cohort, all right Howard you're in charge of music you got that? Okay, all right I don't want to, we typically look at service delivery personnel. I kind of feel like you might have done that, but I'm gonna turn to the coaches do we need to spend a few minutes just brainstorming to get the complete feel for that part of this exercise? Yes? You did a little bit, how about over here, did you guys do it a little bit?

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Ms. Yanek: A little bit more time, how about over there? A little, okay, so how about we allow five minutes just to start to engage in that conversation. See if you can identify the service delivery personnel, whatever the unit of analysis is that you're working under. If you have already completed that I'm going to ask Regina if you could show them the next exercise. And maybe we can work in a break just go on your own during this five minutes, so everybody has got something to do, okay. [Tape cuts]

Ms. Yanek: All right, so how was that experience? Everybody know what everybody does in the building, at the division, at the state level? We will right, we will. This was just a conversation starter today. So that's kind of the big picture process of resource mapping, there are some other questions that will tease things out more like how does a student get access to it?

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Ms. Yanek: What are the decision rules for access to and exit out of that level of support that they may need? So those are some conversations, but this is just to kind of get you started thinking about it. Don't look so gloomy we're, you're doing good. It's contemplative okay, that's a better descriptor. [Tape cuts]

Ms. Yanek: So the resource map guys is kind of a living and breathing thing if you will. And it may change because you're, it will change to be reflective and responsive to what's showing up in your data. So you know, it's, it's an ongoing thing, it's not a done, ever done remember a continuous improvement process. I think the coaches kind of went through that. I'm looking at time, and I'm wondering, I need only, I can probably do teaming structure and alignment in about six minutes, seven minutes.

Ms. Pierce: Then why don't I do, why I do this about, we were gonna, thinking we were gonna have more time on this. But it's perfectly fine that we don't, because this, we're gonna roll on into this next time when we come see you.

00:34:04

Ms. Pierce: I'll explain this for about five minutes and then we'll do teaming structure how is that?

Ms. Yanek: Okay.

Ms. Pierce: All righty. [Tape cuts]

Ms. Pierce: --have something that you use like iExcel, iExcel could go across all three. You can have iExcel at tier one, tier two and tier three. That's how you use it is through group size, is it in addition to? So iExcel can just be a centered time for a small group act, and iExcel is tier one. IExcel can be tier two if you have at least a 30 minute block where kids come in, iExcel could be tier three if you use it in a double block. So it doesn't really matter where things fall, so giving the same thing in all of the categories but always thinking in addition to, supplemental, the number of students in the group, things like that, all right. Now in your gray sheet if you flip it over you're gonna see some examples. So I'm gonna, Kim and I debated long and hard to even give an example.

00:35:00

Ms. Pierce: This isn't any one, this was just a few things from different schools thrown in from different places. But it just gives you a sort of a little visual of how you might complete that, again it's a clarity so that if you walked in you could say these are the tools in our toolbox. And here is the most important thing, you have to support those strategies, and you have to evaluate them. So it has to be really clear. If you have 50 things down you can't teach teachers how to do all those 50 things well. You pick a few things and you do them well, it's not the huge buffet line. All right, so that's a key point. Now the other key point, so you do that for all three. The next thing roles in with the resource mapping is what we call tier definition, and tier definition came, we saw it in a lot of states and in Virginia what we did, tier definition as Tennessee came, it came originally a little bit from Tennessee. And they said we don't care how you do Rtl, you can do it any way you want to do it. But tell us how you're doing it, so it was a state level thing, tier definition is just to get things clear how you do it.

00:36:02

Ms. Pierce: So there is a few examples, we're not gonna work on this today. But keep thinking this, and this is all you started thinking this with the resource mapping. So what are the assessments that you might have in tier one, tier two, tier three? Here is a big one, remember George Batsche yesterday was talking about that entry an exit criteria and decision making rules. How does a kid get access to a tier two services, what are those decisions? It can't be arbitrary, and so it's not, well you know, [a teacher looked at a lot of elements. So they haven't told us about it, ?] it's gotta be decision making rules. And the most important of that is you're gonna have exit criteria, how do you get out? What are the benchmark criteria? What does it mean to get all kids to benchmark? What are you at benchmark? What is benchmark? All right, and then you're gonna put other things in there like how you're gonna communicate with parents, how do you monitor the fidelity? So this is, becomes again a living breathing document. Here is just a one small little snippet of an example.

00:37:02

Ms. Pierce: This is coded, the green was tier one. This was their assessments, their entry criteria to tier two based on multiple measures, and who the staff could be who could deliver that. All right so that's just, we're gonna work more on those but all of that is gonna come off of resource mapping work that you guys did an amazing job of today by the way. All righty, so we can do teaming structure.

Ms. Yanek: Okay, you all are laughing do you feel that way? Yes, there are somebody really smart out there who said, and I won't get it exactly right, but you don't add anything until you take something off of your plate right? So what we're gonna look at, again how are we organized to support a three tiered framework, that continuum of supports in our schools? So what we want to look at is how to organize communication and kind of align everything with the various things programs, initiatives, practices that we're working on.

00:38:09

Ms. Yanek: And some people call it working smarter. Some people prefer the language aligning teaming structures, so whatever language fits for you. But really what we're going to do I want you to do this exercise for me for a moment. If you are on one team, committee, whatever the language you use in your school, could you stand up for me? Just one, you're on one kind of committee or team, even at your division level or on your school level could you stand up? If you're just on one, one only. Okay, how about if you're on three, three committees or teams, or is anybody on three, only three? How about five or more committee or teams, anybody on five or more committees and teams?

00:39:00



Ms. Yanek: That southerner back there, I remember you this morning of course you're on all the teams creating harmony. So when you think about all the different committees and teams that you have in your building, before we ask folks to say look at our, look at how we might reorganize ourselves let's see what we have right. So we're gonna look at our teaming structure, we're gonna look at the barriers to committees or teams, what are the purpose of these teams? Is it a team of one? Has the team even met this year? What outcomes are they attached to? What data sets do they interact with right? So we're going to look at the teaming structure, and here is a good example. And this is the, you have a blank handout it's the last gray handout in your packet. But here is an example of a typical school perhaps, so you can see that they have an attendance committee, a school climate committee, a safety committee, a school spirit, a discipline, student support and PBIS.

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Ms. Yanek: Does that look familiar to anyone? Do you have some similar teams or committees in your building? All right, they have the different purposes there, the measurable outcomes, the target groups, and the staff involved. And this is what I love, can you all see the staff involved there? Anybody notice anything about the staff involved? Who? Who is doing everything? Marley, they have no social life right because they're meeting all the time. What do you notice under the, the measurable outcome? Okay, so you notice academic achievement might be missing, what else do you notice? What's that? Okay, maybe there is not a specific measurement, what else?

00:41:03

Ms. Yanek: It's not student centered, I'm curious how the discipline committee, they're looking at decreased office referrals, so is this group, PBIS team. I'm wondering if that's the most efficient and effective use of our teaming structure alignment. Let's see, what else? Ah, attendance okay, so we look at you know, are there any ways to just take inventory of all of these teams and committees? And is there any room for collapsing into one bigger, and George, George yesterday talked about a leadership team. You know, this may require you to reorganize so that you have that team that's checking on the, the health and well being, and looking at that, all that school wide data. So you might look at how can we be more effective and efficient?

00:42:00

Ms. Yanek: And that might involve you doing something like this. So what if you could consider eliminating teams that don't have that defined focus on

measurable outcomes? Perhaps would you consider that right? How about combining teams that have the same measurable outcomes and targets groups? Perhaps there is room for that. Okay, how about combining, look at Marley and Eric showing up there on another committee, combining teams that have 75 percent of the same staff. If we have one meeting with the leadership team instead of meeting every day for 30 minutes, right. And eliminate teams that are not tied to your school improvement goals. I was on that feel good people committee, school social committee, I was part of behavior and the social behavior committee right. We'd plan parties and things like that, it was nice, you know, it was a lot of time but there may be other avenues to do that.

00:43:01

Ms. Yanek: I'm thinking, I'm wondering, so I want you to just kind of a conversation starter for a moment. So here is your task, I'm gonna time you, so I want you to have a blank out in front of you, something to write with, and I don't want you talking to your colleagues, that would be cheating. I just want you to have a, something to write with and a blank in front of you and I'm gonna give you a task and I'm gonna time you so hold your pen out when you're ready. Start after I give the directions. Everyone have the blank in front of them, it looks like this. The blank one, uh huh, and something to write with, are you ready? You can't talk. That's not very PBIS, we're going to do it quietly on our own how is that? All right, here is your task everyone ready? I'm going to give you one minute individually to write down every single team and committee you can think of in your building.

00:44:04

Ms. Yanek: Only by yourself and then we're gonna compare and contrast and see what we come up with. Yes, did you have a question? Okay, all right are you ready? Yeah you can write on it, you have it electronically so, all right you ready? Get set, one minute, go write down every committee team you have....

00:45:00

Ms. Yanek: ...We've got five seconds, three, the pressure is on, two, one. All right, pens up, pens up. Now I'm going to give you two minutes to talk to the people at your table and compare and contrast. Let's see if we came up with the same things, same teams and committees. Let's see what's already going on, all right so two minutes to do that....

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Ms. Yanek: ...All right 30 seconds I'm gonna call you back.

00:48:00

Ms. Yanek: ...All right teams, coaches let me know when you're ready.... Okay, I'm gonna start that element with this table that's laughing and smiling that's right. All right, so I'm gonna ask you very quickly what's, did you have similar responses on your teams?

00:49:05

Ms. Yanek: Yes, okay were there any that somebody had that you hadn't considered? Yes, so perhaps there is room for conversation when you go back with your staff and look at the teaming structure alignment all right? Okay, so we're coming to the end of our time together, and just to kind of take a deep breath and reflect on where we've been the last two days. So we move into some closer, closure of the two days, we talked about a lot of things, right? And yes, and today we got to do a lot of things to hopefully bring some life to the things we talked about yesterday. We talked about common language and vision. We talked about this is the framework, so each of you have started kind of painting the picture on to the canvas today right.

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Ms. Yanek: You started doing that, so when we come back together it's going to look different. You're going to have the same framework, but what's inside your framework is going to be different to reflect what's going on in your buildings and divisions. So we talked about those things, we talked a lot about leadership. You talked about trust today, you've got that [fourth press ?] you know, working with data I think it was the CEO of Starbucks, Shultz, Howard Shultz he made a great comment the other day in an interview. He said, transparency is the currency of leadership. Isn't that nice? And how, as you said, do we have a culture of trust when we're using data to support and to really, not just the students but the adults right in making that shift and creating transparency with the data. So that leadership or the way you all take this back, you've got lots of things to get started with.

00:51:01

Ms. Yanek: To go back and meet with your, your staff and your students, and Howard is gonna wrap us up to give us the energy to go back out and do it right? I'm relying on your Howard.

Mr. Ormond: Okay, can you hear me pretty good? Okay, first of all, first of all I'd like to commend the outstanding job that I saw. I'd like to end saying that we want to spend, I want you to raise your favorite hand. Raise your favorite hand and turn the thumb back and give yourself a pat on the back. Good, good, good, what we want to do, we want to connect with the same ones on the same [Inaudible 00:51:44]. What we want to do is yield, think there is two signs that is important in life the stop sign and the yield sign. If you don't pay attention to the yield sign what happens? Bang, you have an accident, so what we're doing today, what I'm going to try and do for the next 15 minutes is to let you connect with what you have to do with the yield sign.

00:52:09

Mr. Ormond: The yield sign means new things, new information, reflect, we think on what George told you, reflect on the things, on the things the VTSS team has talked to you about. Reflect on the different things that you've shared to death. Now I need you to close your eyes for me. Just close your eyes. [Inaudible 00:52:39] you are the leaders of tomorrow, so you can open your eyes now. But I'd like for you to reflect on everything that has been said. Think about all the positive things that you already do in this work, and think about rethinking, reshaping some of the things that you put up on the poster.

00:53:01

Mr. Ormond: you see that's the key to creating a new way to come back over here. Now I'm going to give you some numbers, you're number one, you're number two, you're number three, you're number five, you're number six, and you all are number seven. All right, when I call your numbers I want you to respond, all right. Everybody together, read that. [Inaudible crosstalk, 00:53:27 – 00:53:37] that's what we've been talking about today. Everybody read this. [Inaudible crosstalk 00:53:41 – 00:53:51]. Now you are the believers because you gotta take it back to those people and you gotta convince them to believe in what we were talking about, to believe in VTSS, to believe in the program that you're going to put in place for them.

00:54:05

Mr. Ormond: Everybody read this, [Inaudible crosstalk 00:54:07 – 00:54:14], and you showed up here these last three days to make a difference here. The key to education is you want to improve instruction and you want to improve students' performance. Those are the two things you got to have up front. Everybody read this, [Inaudible 00:54:29 – 00:54:38], oh that's important and true. Okay, group one over there read that. [Inaudible crosstalk 00:54:47 – 00:54:55:01].

00:55:01

Mr. Ormond: Yes, when you get back and you talk to your group and you stand up in your faculty you're going to see some of those people that someone says, over there with their hands on their chin and all kinds of things. But you gotta do it. Number two read this, [Inaudible crosstalk 00:55:15 – 00:55:29], and that's what this is all about. It's making sure that the culture in your school is positive for everyone, not just for the students but for [visitors ?]. This group here, groups four, three, you're three I'm sorry, three. [Inaudible crosstalk 00:55:46 – 00:56:02].

00:56:02

Mr. Ormond: And that's what you're gonna do, you're gonna get everybody involved that's what makes it work, and that's what makes [Inaudible 00:56:08], that's why I said I was a middle school principal for 33 years in the same school. I educated seven superintendents, that's why I said that. This group read this, four. [Inaudible crosstalk 00:56:25 – 00:56:47] and that's what you have to do. That's the task that you're gonna have. That's the job that you're gonna have when you go back to make sure that those people on the team that are not the believers, that are not here today, that you guys make them feel that.

00:57:01

Mr. Ormond: All right, group four, five right here all of you. [Inaudible crosstalk 00:57:04 – 00:57:32]. And I usually tell my teachers that the school is a place everybody should feel good about. The students, I tell the students [Inaudible 00:57:40] at my doorstep you are here, and you are here for a purpose, you're here for a reason not just a C. And that's so important to let people know, group six right here. [Inaudible crosstalk 00:57:54 – 00:58:04].

00:58:04

Mr. Ormond: Now we're thinking and then you are doing, you're gonna have that responsibility as leaders. And as a, as [a human moving around today ?] you're north, south, east and west. We talked about what you need to be, to be an effective leader. An effective leader is a person who shows they care. An effective person is the person who encourages people to do better than they think they can. An effective leader is someone who [Inaudible 00:58:32], give them the credit you see that's what you have to do. [Inaudible crosstalk 00:58:40 – 00:59:01].

00:59:01

Mr. Ormond: now when you talk about the reading, you talk about the math, and you talk about the behavior the two things you have to look at these are people, not cans, not machines. And people are social beings, so you have to figure out what can I do for the staff and what can I do for the student? And what can I do for those visitors who come into my building? These are so important that you realize that, next group here read that. [Inaudible crosstalk 00:59:26 – 00:59:32]. Hey it's your ball game. It's your environment, when you go to work do you say oh I hate going to work today. I'm trying to convince my people they ought to feel just as good on the first note of the year as you do on that last day of June. So it's important that you realize that. Now this is the one that just describes your role, and creating a positive environment.

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Mr. Ormond: You have to really look and think about it, although we've been teaming that has to be a personal mission statement that you undertake. And you have to say, I must, what must I do to make this work for us? You have to say, the steps I must take for effective change, what must I do? Not what must they do, what must I do to make a difference. And actually I must [Inaudible 01:00:22] so what kind of resources do you want to make? Now these are the things that I just want to show because of time to think about. [Inaudible 01:00:29] what do you think is the greatest accomplishment, accomplishment at your school? On a scale of one to ten how would you rate students and their pride in the school? On a scale of one to ten how would you rate the responsiveness of the staff to the needs of the community? How would you try to involve students, try and involve parents? How would you provide the needs for the unmotivated staff members, and on a scale of one to ten how would you rate mutual respect between the staff and administration?

01:01:01

Mr. Ormond: And how do you make parents [Inaudible 01:00:03] when they come into your building. That's so important, what are you telling that secretary up there who is greeting everybody. [Inaudible 01:01:11] this is a little activity that I did, and I think can we adjust it. And this is a school climate thing that I developed when I go to schools and I look at that, you see respect, trust, [Inaudible 01:01:28] academic-social, growth, [Inaudible 01:01:31 – 01:01:49] I do that for my staff. I do that for my staff every three months at the staff meeting, and I gave them that and I said how are things going? And they had to respond on a [Inaudible 01:01:58].

01:02:00

Mr. Ormond: [Inaudible 01:02:00 – 01:02:03], all right, all right I have a lady that's here to pass out this for a minute. You're number one, remember your number. You're two, you're three, you're four, you're five, five, back there is six, you all are seven, and you all are going to be eight. Okay, this is a study that was done in 2000, and with this attitude, and what I want you to do after we call your number I want you to stand up and say, and say the words that are next to the number that's attached to you. First of all we're going to all read it together. Okay, everybody read it together and then number one, I want you to take the first, A, right, and then we're going down the line okay. Everybody together, everybody, [Inaudible crosstalk 01:02:59 – 01:03:00].

01:03:00

Mr. Ormond: [Inaudible crosstalk 01:03:00 – 01:03:22]. Number one, come on this is a cheat. Okay, all right number one. [Inaudible crosstalk 01:03:29], number two, [inaudible crosstalk 01:03:32], number three [inaudible crosstalk 01:03:34], four [inaudible crosstalk 01:03:36], five [Inaudible crosstalk 01:03:40 – 01:03:51]. This time I want you to stand up with your number when you call your number stand up, all right. All right we got it.

01:04:00

Mr. Ormond: All right, all right number one, [Inaudible crosstalk 01:04:02], two [inaudible crosstalk 01:04:05], three [inaudible crosstalk 01:04:06], four [inaudible crosstalk 01:04:08], six [inaudible crosstalk 01:04:12] seven [inaudible crosstalk 01:04:14], eight [inaudible crosstalk 01:04:15] and [Inaudible 01:04:17 – 01:04:25]. I know we had some fun but I want you to think about it. All of our [Inaudible 01:04:30] each one of us needs to [inaudible 01:04:33 – 01:04:44]. One of the things we tried to do with these last two days is give you ideas to enact ideas, and give you the energy and, and materials to go back and create a climate that's effective for the kids, teachers as well as for yourselves.

01:05:00

Mr. Ormond: And it can be done, don't think that it cannot be done because yesterday you had some things that are already getting ahead of you all. So it can be done, so we want to encourage you. We want to thank you for everything that you've done. Now before I give you the last thing I want to say that those of you who drove your personal car [Inaudible 01:05:21] please submit your form and your resume [Inaudible 01:05:27] in the last part of your packet. Usually you'll see your paperwork within 14 days, if you have any questions or need anything call us, call [inaudible 01:05:38]. Now what we want you to do is everybody stand up, and you know I'm a music person. [Inaudible, Music starts 01:05:48 – 01:05:55] so I wish you the best everyone. Thank you.

01:06:00